**Unit-Wide Lesson Plan** **Rubric**

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| **Unit-Wide Lesson Plan Requirements** | **Standards Alignment** | **Proficiency-Level Performance Indicators**  **NOTE: When scoring student work, check indicators or portions of indicators**  **that HAVE been met, then CIRCLE the box for the overall score level** | | | |
| **No Evidence** | **Beginning** | **Developing** | **Proficient** |
| **Learning Objectives (Targets)**  Write learning objectives that are clear, attainable, measurable, and age/content appropriate. | **CCTS:** 4, 7.  **NAEYC** 1, 4, 5.  **CEC** 3. **CEC-DEC:** ECSE3K1, ECSE3K3, ECSE3S2, ECSE3S4,  ISCI5S6  ISCI5S8, ECSE5S10; **CAEP** 1.3.2. | * No attempt is evident   OR   * Evidence does not address the indicators | Learning objectives…   * Meet 1 of the 4 indicators for Proficient   OR   * Partially meets 1-3 of the 4 indicators for Proficient | Learning objectives…   * Meet 2 - 3 of the 4 indicators for Proficient   OR   * Partially meets each of the indicators for Proficient | Learning objectives…   * clearly target at least one specific content standard * target the standard identified for the lesson * are age/content appropriate * are measureable and written in demonstrable terms. If a less actionable term is used, such as “engaged”, criteria are provided to define the use of the term in the context of the category or the indicator. |
| **Standards & Alignment**  Identify relevant standards (e.g., CCSS, MLR, NGSS, MELDS, ISTE Standards-S) that are content and age appropriate.  Align the objectives, instructional activities, and assessments with relevant standards (e.g., CCSS, MLR, NGSS, MELDS, ISTE Standards-S).  Write justification statements that clearly explain the relationship between the standard and the learning objectives. | **CCTS:** 4, 7, 11.6. **NAEYC:** 1, 4, 5.  **CEC:** 3, 5. **CEC-DEC:**  ISCI3K3, ECSE3K1, ECSE3S2, ECSE3S4,  ISCI5S6  ICSI5S8, ICSI5S9, ECSE5S11  **CAEP:** 1.3.1,  1.3.2,  1.3.3,  1.5.1 | * No attempt is evident   OR   * Evidence does not address the indicators | * Meets 1-2 of the indicators for Proficient   OR   * Partially meets 1-3 of the indicators for Proficient | * Meets 3 of the indicators for Proficient.   OR   * Partially meets each of the indicators for Proficient | * Identifies at least one relevant standard that is content and age appropriate * Unpacks standard by identifying specific indicators addressed in lesson * Learning objectives, instructional activities and assessments all aligned with standard to create a focused lesson. * Justification uses specific evidence to explain how lesson meets relevant standard(s)/indicators AND how standard/lesson fits within overall unit plan |
| **Assessment**  Use evidence to choose or develop appropriate methods for assessing student achievement of learning objectives. Use multiple means of assessing student learning. Describe how assessments will be evaluated and used for instructional decision making. Provide process for delivering student feedback. | **CCTS:** 6. **NAEYC:** 3. **CEC:** 4. **CEC/DEC:** ECSE4K4, ISCI4S3, ISCI4S8, ECSE4S3, ECSE4S6, ECSE4S12  **CAEP:** 1.2.1 | * No attempt is evident   OR   * Evidence does not address the indicators | * Meets 1-4 of the indicators for Proficient   OR   * Partially meets 1-5 of the indicators for Proficient | * Meets 5-6 of the indicators for Proficient   OR   * Partially meets each of the indicators for Proficient | * Multiple means of assessing student learning are evident   AND  Each Assessment…   * type is correctly identified (eg, formative, summative, pre-assessment) * is aligned with targeted standards, lesson objectives and instructional activities * is age/developmentally appropriate * purpose is explained, including description of data to be collected and explanation of how data will be used to inform instruction * includes description of process for providing student feedback |
| **Optional: Integration of Other Content Areas**  Incorporate related content areas within the lesson plan. | **CCTS:** 4, 7, 11.1. **NAEYC:** 1, 4, 5. **CEC:** 3, 5. **CEC-DEC:** ISCI3S2. **CAEP:** 1.4.4 | * No attempt is evident   OR   * Evidence does not address the indicators | * Partially meets 1-2 of the indicators for Proficient | * Meets 1 of the indicators for Proficient   OR   * Partially meets each of the indicators for Proficient. | * Related content is also aligned to the standard(s) and learning goal(s) * Related content integration is natural, relevant and deepens content knowledge targeted in learning goal |
| **Differentiate Whole Class Instruction**  Design specific instructional strategies that differentiate the content, process, product, performance and/or learning environment to improve and enhance each student’s academic achievement. | **CCTS:** 1, 2, 7, 8, 11.1, 11.2. **NAEYC:** 3, 4.  **CEC:** 1, 2, 5.  **CEC-DEC:** SCI1K12,  ECSE1k1,  ECSE1K7,  ECDE1S1, ECSE2S2, ECSE2S4, ECSE2S5, ECSE3K1, ECSE3S2,  ISCI5K2, ISCI5S6, ECSE5S2, ECSE5S4, ECSE5S6, ECSE5S13  **CAEP:** 1.4.2 | * No attempt is evident   OR   * Evidence does not address the indicators | * Partially meets one indicator for Proficient | * Meets 1 of the 2 indicators for Proficient   OR   * Partially meets each of the indicators for Proficient | * Explicitly names and explains two strategies for differentiating instruction to meet individual learning needs such as: * whole group direct instruction, small group, pairing, individual practice, student presentation to students etc. * content is unpacked in a variety of ways, for example: visual, auditory, through metaphor, constructive projects, use of manipulatives, reading of text, varied levels of materials used to address content for different learning abilities etc. * choice incorporated into the lesson plan is an indication of a strategy that differentiates based on student interest, preferences, and/or strengths * Explains how named strategies will support individual learning needs |
| **Modifications / Accommodations / Extensions**  **For Individual Students with Identified Needs**  Create developmentally appropriate accommodations, modifications, and extensions for all students with identified needs. | **CCTS:** 1, 2, 7, 8, 11.1, 11.2. **NAEYC:** 3, 4.  **CEC:** 1, 2, 5. **CEC-DEC:** ISCI1K12,  ECSE2S4, ECSE2S5, ISCI3S1, ISCI5S7, ECSE5S2, ECSE5S11, ECSE5S12, ECSE7S2.  **CAEP:** 1.4.2 | * No attempt is evident   OR   * Evidence does not address the indicators | * Meets 1 of the 3 indicators for Proficient   OR   * Partially meets 2 of the 3 indicators for Proficient | * Meets 2 of the 3 indicators for Proficient   OR   * Partially meets each of the indicators for Proficient | * Identification of specific students who need specific adaptations during the lesson (based on IEP, 504’s, behavior challenges, and other exceptionalities as well as teacher-identified needs of students from prior assessments and observations and knowledge of students) * Explicit naming and description of accommodations, modifications and extensions planned for specific student needs * Evidence of scaffolding and extensions which will be provided as needed for students who aren’t succeeding or who have completed the assignment, mastered the learning goal, and need further opportunities to be engaged with the content |
| **Technology Integration (if appropriate)**  Integrate a range of digital resources, materials, and instructional technology to engage students and provide optimal, customized learning for every student. | **CCTS:** 7, 8, 11.2.  **NAEYC:** 4. **CEC:** 5.  **CEC-DEC:** ECSE2S5,  ISCI4S3,  ISCI5S7.  **CAEP:** 1.5.2, 1.5.3 | * No attempt is evident   OR   * Evidence does not address the indicators | * Meets 1-2 of the indicators for Proficient   OR   * Partially meets each of the 3 indicators for Proficient | * Meets 3-4 of the indicators for Proficient   OR   * Partially meets each of the indicators for Proficient | * Incorporates relevant, developmentally-/age-appropriate digital tools and resources into lesson instruction and assessment * Student use of technology is purposeful and appropriate * Identifies the appropriate ISTE standard that is used in the lesson * Identifies and describes how technology augments lesson, or enhances/enables the learning experience |
| **Materials and Resources for Lesson Plan Development**  Provide a detailed list of materials and technology for both teacher and students. All handouts, both teacher created and those from other resources, are referenced and attached to the lesson plan.  Consider selecting appropriate, research-based teaching practices as defined by national professional organizations (NCTM, NSTA, CEC/DEC, ILA, NCSS, NAEYC, ISTE). | **CCTS:** 4, 7, 8; **NAEYC:** 1, 4, 5.  **CEC:** 3, 5.  **CEC-DEC:** ECSE1S1, ECSE1S2, ECSE2S2, ECSE2S5, ECSE3S2,  ECSE3S4, ISCI5S6, ISCI5S7,  ISCI5S9.  **CAEP:**  1.3.3 | * No attempt is evident   OR   * Evidence does not address the indicators | * Meets 1 of the indicators for Proficient   OR   * Partially meets 1-2 of the indicators for Proficient | * Meets 2-3 of the indicators for Proficient   OR   * Partially meets 3-4 of the indicators for Proficient | * A detailed list of materials and technology for both teacher and students is provided * All handouts, both teacher created and those from other resources, are referenced and attached to the lesson plan * Pedagogically-appropriate, research-based teaching practices, as defined by national professional organizations (NCTM, NSTA, ILA, NCSS, CEC/DEC, NAEYC, ISTE), are used when appropriate. |
| **Teaching and Learning Sequence**  Construct a teaching and learning sequence that clearly defines the order and structure of the lesson. Include all the components of the lesson: introduction, cooperative learning activities that support the learning objectives, standards, instructional strategies, seamless transitions between activities, and assessment practices that are integrated to measure student progress and learning throughout the lesson. | **CCTS:** 1, 2, 3 4, 5, 7, 8.  **NAEYC:** 1, 3, 4, 5.  **CEC:** 1, 2, 3, 5.  **CEC-DEC:** ECSE1S1,  ECSE1S2,  ECSE2S2, ECSE2S3, ISCS3K1, ISCI3K2,  ECSE3K2, ECSE3S1, ECSE3S2, ECSE3S4,  ISCI5K2, ISCI5S6, ISCI5S8, ECSE5S1, ECSE5S9, ISCI6K14, ECSE6S5.  **CAEP:** 1.3.1, 1.3.3 | * No attempt is evident   OR   * Evidence does not address the indicators | * Meets 1-2 of the indicators for Proficient   OR   * Partially meets 1-3 of the indicators for Proficient | * Meets 3-5 of the indicators for Proficient   OR   * Partially meets 4-6 of the indicators for Proficient | * Time frame and transitions are specifically stated. * Target / objective is clearly stated at the beginning of the lesson and unpacked for students to understand. * Plans specifically state how and when the teacher will be checking for understanding throughout the lesson. * Sequence and modes of presentation are developmentally appropriate. * Closure of the lesson is specifically stated * Clear indication of variation of strategies as identified in the differentiation and modification sections. |
| **Content Knowledge Notes**  Create a resource to supplement the Teaching and Learning Sequence that could be used by a substitute or colleague who might need to teach your lesson. Content notes should outline essential content information, definitions, explanations, modeling examples, and example practice problems with process and answers. | **CCTS:** 4, 5, 7.  **NAEYC:** .  **CEC:** 3, 5.  **CEC-DEC:** ECSE2S2, ECSE3K3, ECSE3S2, ECSE3S4,  ISCI5S8, ISCI5S9.  **CAEP:** 1.3 | * No attempt is evident   OR   * Evidence does not address the indicators | * Partially meets 1 of the 2 indicators for Proficient | * Meets 1 of the 2 indicators for Proficient   OR   * Partially meets both indicators for Proficient | * Notes are clear, well-organized, and easy to follow * Notes provide specific/relevant content details that a sub or peer would need in order to implement lesson, such as:   + Definitions   + Explanations   + Modeling examples   + Example practice problems with processes & answers |
| **Reflection**  *If lesson* ***was not implemented****:* Produce a thoughtful reflection addressing planning process, instructional decisions and impact of experience on growth as an educator.  *If lesson* ***was implemented****:*  Produce a thoughtful reflection addressing the following: strengths of the lesson and areas for growth; evidence of student learning and interpretation of assessment results. Develop plans for next steps and/or re-teaching that includes suggestions for improving the future lesson. | **CCTS:** 9, 6, 11.5. **NAEYC:** 6, 3.  **CEC:** 6. **CEC-DEC:** ECSE1S1,  ECSE3S2,  ECSE4K4, ISCI4S8, ECSE4S8, ECSE4S6, ECSE4S12, ECSE5S11, ECSE5S12.  **CAEP:** 1.2.2 , 1.2.3. | * No attempt is evident   OR   * Evidence does not address the indicators | * Meets 1-2 of the 4 indicators for Proficient   OR   * Partially meets 1-3 of the indicators for Proficient | * Meets 3-4 of the 5 indicators for Proficient   OR   * Partially meets each of the indicators for Proficient | If lesson **was not implemented**:   * Describes impact of planning process on professional growth * Identifies challenges involved in planning lesson * Describes and justifies instructional decisions * Addresses any feedback from peers/instructor, then describes and justifies potential improvements * What lessons would follow this? What student data would you need to observe before moving on?   If lesson **was implemented**:   * Identifies specific strengths/successes of the lesson or lesson implementation * Describes and justifies instructional decisions * Identifies specific areas for growth/improvement * Analyzes and interprets assessment data and evidence of student learning in order to identify whole-class patterns/trends and individual strengths/needs * Uses assessment data and evidence of student learning to make instructional decisions about next steps, re-teaching, and ideas for improving future lessons |